**TEACHING ASSISTANT AS A LEARNING INSTRUCTOR, Aalto ELEC**

**Instructions for pedagogical observation and reflection**

Following a peer’s teaching and giving feedback is an effective way to learn, and it also supports the peer’s learning. Follow the teaching session of your group or course members and give them written feedback. You may also discuss and elaborate verbally the written feedback you give. Remember to first ask the teacher if they want your feedback.

The basic aim of the pedagogical observation is to learn from your peers’ teaching practices by making observations and reflecting on their pedagogical decision making and reasoning. In other words, you participate in others’ teaching sessions and follow, analyze, and evaluate pedagogical solutions and their consequences in the teaching session. The aim of this exercise is to expand your own pedagogical view andreflect on what ideas you could get from these experiences for your own teaching practices.

When making observations you can focus, for example, on the role of the teacher and the students, learning outcomes, teaching and learning environment, interaction, activating students, teaching methods, rhythm of teaching session, beginning and ending the session, etc. So pay attention to pedagogical aspects; try to avoid descriptive repetition and reporting of actions in the session and evaluate and analyze their meaning.

The following questions may help you in the beginning:

* Were the intended learning outcomes, content and structure outlined in the beginning of the teaching session? How? How did they correspond with the actual teaching session?
* Who are the students that in the class? (how many? level? background? anything else?)
* How did the teaching session support understanding and learning of the topic? What kind of teaching activities/teaching methods were used to support understanding and learning of the topic? How well did the methods used align with the intended learning outcomes?
* How was the content adjusted to the learning outcomes, participants and time-frame? How was the structure and rhythm in the session? How were the participants activated? How well did they participate?
* Did the teacher provide opportunities for interaction and discussion? How did the participants react to the activation?
* How was the teaching session started/concluded?
* How were the participants motivated?
* How was the prior knowledge of the participants taken in to account?
* Was the session connected with previous/next session?
* How was learning evaluated during the session?

**Peer observation:**

Department of the teacher:

Topic of the teaching session:

Time, date and venue:

Students (how many? bachelor/master/doctoral students?)

**Describe briefly how the teaching session started/proceeded/concluded?**

**Strengths:**

**Suggestions for possible development:**

**Reviewer’s name:**